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Geography Curriculum – 2025-2026 Led by: Kelly Morris

Why do we teach Geography?	How is Geography sequenced within our school?	What will our children learn?
• Geography is about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. • At Beechwood Junior School, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. We want our children to understand where they live and the role they play in understanding it, respecting it and protecting it. • The geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas. • Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills.	• Our geography curriculum follows the national curriculum guidelines. • Our geography concept map and progression of skills and knowledge has been developed with our locality in mind. • Geography is taught in each year group 3 times per year with particular skills and knowledge that are revisited continuously across each year. • Geography is split into 3 main areas human, physical and field studies. Each part of the curriculum links to prior knowledge and builds upon that knowledge throughout the year group and across year groups as children progress through Beechwood.	• Our children will develop a curiosity and fascination about the world and people within it. • We aim to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. • Our children will be equipped with the skills they need to interpret different maps and how to use them for location, research and to gain knowledge.

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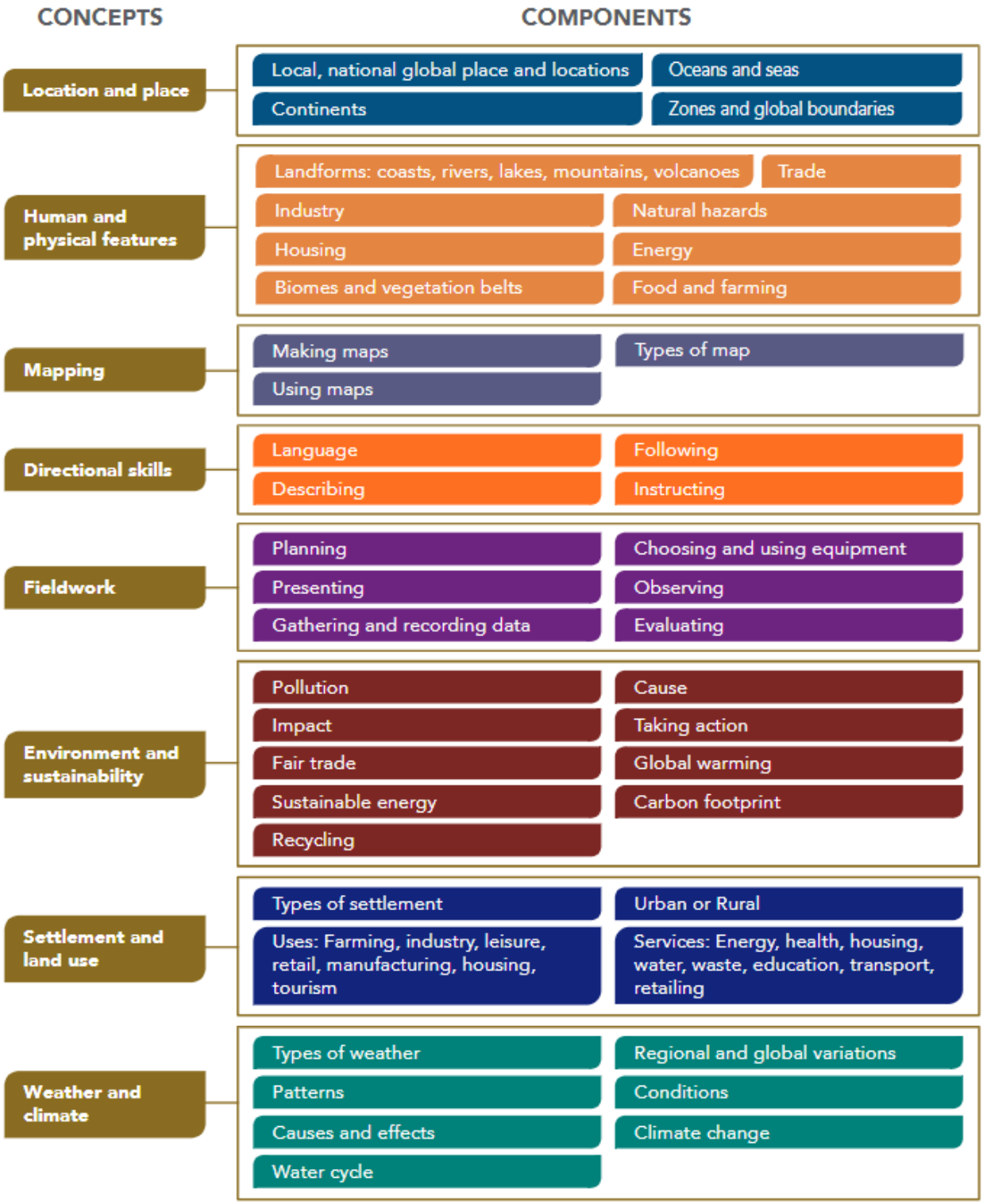
Concept Map



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Progression of Knowledge

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DIRECTION			Use and follow simple compass directions (North, South, East and West) and location and direction language (e.g. near, far; left and right)	Create instructions using simple compass directions (North, South, East, West)	Follow instructions using the 8 points of a compass.	Create instructions using the 8 points of a compass.	Create and follow instructions using the 8 points of a compass.
	Use simple locational language to describe the location of features.	Use locational and directional language (e.g. near and far; left and eight) to describe the location of features and routes.	Describe the location and relative position of features in relation to one another using simple compass directions	Describe the location and relative position of features in relation to one another using simple compass directions	Describe the position of countries relative to the equator, the Tropic of Cancer, the Tropic of Capricorn, Arctic Circle and Antarctic Circle.	Describe position of countries using lines of latitude and longitude	Describe the position of countries globally in relation to time zones Describe the location of features in Africa and Asia relative to each other using the 8 points of a compass.

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		YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MAPPING	MAKE	Use a simple plan to understand the location of different features.	Make a simple plan of the school grounds.	Make a simple plan of a known area with a simple key. .	Make a more detailed aerial plan/map	Make a simple map on a grid of a route using a key with standard symbols.	Use an OS Map to follow a route.	Make a detailed sketch map of an area of study.
	Maps	Use and discuss PHOTOGRAPHS and ariel photographs	Use a simple map/aerial photograph to move around the school and the grounds	Use an atlas, map or ariel photograph to locate the countries of the United Kingdom	Use maps and digital/computer mapping to locate and describe features studied.	Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features in Europe	Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features in North or South America.	Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features in Asia and Africa. Navigating an area using tools to support them. (coasts)
	Keys		Use and construct basic symbols in a key Understand why maps need a key.	Use own key symbols to identify features on their own maps	Understand the keys and symbols of an OS map	Interpret simple climatic maps	Sketch a map of an area using OS symbols and a key.	Using OS keys to identify the features at a major port.

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	GRID REFERENCES				Use and interpret maps and atlases of the United Kingdom to identify cities and counties.	Use 4 figure grid references to locate landmarks on an OS map.	Use lines of longitude and latitude to describe locations in North or South America.	Use 6 figure grid references to locate areas of trade.

		YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PHYSICAL AND HUMAN GEOGRAPHY	FOOD AND TRADE			Know what the difference is between human and physical features. • .	Understand the origins of food (from farm to fork) and their distribution across the UK. Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom. Describe the impact humans can have on the environment. Understand and describe key physical and human features of a region	Examine the reasons behind the origins of food and their distribution across Europe. Understand geographical similarities and differences through studying the human and physical geography of a region of Europe. Describe the impact on people of the world's changing climate. Understand and describe	Understand the trade links between UK and the Americas. Understand geographical similarities and differences through studying the human and physical geography of a region of North or South America. Know about changes to the world environments over time. Understand why people seek, manage and sustain their environment.	Explore how trade links have changed over time to ensure sustainability and be ethical. Understand geographical similarities and differences through studying the human and physical geography of a region of Africa or Asia. Know about the physical features of coasts and begin to understand erosion and deposition.

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					Understand the origin and features of mountains	key aspects of volcanoes and earthquakes.	Understand how humans affect the environment over time. Understand key aspects of biomes and vegetation belts. Know how rivers erode, transport and deposit materials. Understand and describe key aspects of rivers.	
	SIMILARITIES AND DIFFERENCES	Talk about the features that make environments different from one another.	Observe and explain the differences of features between 2 localities.					
	ENVIRONMENTAL IMPACT							
	SIGNIFICANT PHYSICAL FEATURES		Use basic geographical vocabulary to identify features including: beach, sea, river, hill, forest, soil, city, farm, house, office, shop and factory	Use basic geographical vocabulary to refer to: -Physical features, including: coast, cliff, ocean, valley, pasture, vegetation and mountain				

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				-Human features, including: town, village, farm, agriculture, horticulture, port and harbour				

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SETTLEMENT AND LANDUSE	Understand what land is used for in their immediate environment.	Understand that land is used for different purposes.	Describe what a settlement is Describe the similarities differences in how land is used in different capital cities in the United Kingdom.	Understand what we mean by settlement and how land use influenced settlement. Compare urban and rural settlements.	Explain how land use in a particular area has changed throughout history. Explain the effect human settlement is having on the world's climate	Discuss land use in biomes across the globe and draw conclusions about the reasons for this based on the human inhabitants and changing needs.	Draw conclusions and develop informed reasons for the changes in settlement populations with relation to land use and trade.

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FIELDWORK SKILLS	OBSERVE	Observe their immediate environment.	.	Observe changes over time.	Make systematic and careful observations.			Use fieldwork to observe information/the human and physical features in an area using a range of methods.
	USE OF EQUIPMENT		Observe the geography of school and its grounds closely using simple equipment such as hand lenses and egg timers	Begin to select equipment from a limited range.	Take repeated accurate readings over a period of time to collect data. (where appropriate) using standard units.			
	GATHER AND RECORD	Make links and notice patterns in their experience.	Gather and record data to help in answering questions.	Make increasingly accurate measurements.	Gather, record, classify information in a variety of ways to help in answering questions.	Gather, record, classify in a variety of ways to help in answering refined questions.	Take measurements, using a range of scientific/geographic equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Use fieldwork to measure and record information/the human and physical features in an area using a range of methods, including sketching maps, plans and graphs and using digital technologies
	PRESENT		Present data in pictograms	Present data in pictograms and bar charts	Create tables and charts to classify data.	Present findings in a variety of tables, charts and graphs.	Present findings in a short report using different technology.	Be able to present finds in an appropriate way using geographic findings to answer a question.

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		YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WEATHER	PATTERNS	Describe the weather in their immediate environment.	Describe seasonal weather changes.	Identify seasonal and daily weather patterns in the four countries of the United Kingdom.	Explain about weather patterns around the UK. . How weather differs and changes in mountain environments	Explore weather patterns around parts of Europe.	Understand about weather patterns in North and South America and relate these to climate zones.	Understand how weather and climate affects world trade in produce
	WATER CYCLE				The basic understanding of the water cycle.	Explore how the water cycle varies across Europe (Science)		
	CLIMATE ZONES				How weather affects regional food produce Understand and describe the water cycle and its impact on the weather	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and how climates changes across climate zones.	Understand how the climate zones in North and South America impact the production of food.	How the climate of a region affects imports and exports.
	Food production				How weather effects food production	How weather and the climate of a region effects food production		

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	Autumn	Spring	Summer
Year 3	Weather and the link to food (Field work)	Mountains and the Water cycle	Local Land use (Fieldwork)
Year 4	Food Distribution in Europe	Volcanoes and Earthquakes	Changes to climate and land use (Fieldwork)
Year 5	Rivers (Fieldwork)	Vegetation Belts and Biomes	Urban Environments (North and South America)
Year 6	Globalisation and Trade		Coasts (Fieldwork)

Year 3	
Autumn	Weather and the link to food • I can name and explain 5 different types of weather we have in the UK. • I can explain what the climate is like in the UK. • I can describe the difference between weather and climate. • I can explain how we use scientific equipment to record and gather data about weather. • I can explain what a meteorologist does and how they predict weather patterns. • I can create a weather forecast which has relevant and useful information in. • I can give examples of different UK agricultural products. • I can explain why some foods are important to the UK. • I can research and present information about a UK crop. • I can interpret different weather maps to understand previous, current and future weather patterns.
Spring	Mountains and the Water cycle • I know what the difference between a mountain and a hill is.

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	• I know what the three highest mountain ranges are in the UK. • I know what the summit, face, ridge and valley are. • I can explain the structure of the Earth. • I know that some mountains are formed from tectonic activity. • I know that tectonic plates move in different directions. • I can explain what the climate is like in mountains. • I know what evaporation is. • I know what precipitation is. • I know what condensation is. • I know the process of the water cycle. • I know how the water-cycle affects the world around me.
Summer	Local Landuse • I can name and map the geographical regions of the UK and where I live. • I can name and locate the cities near where I live and explain what a city is. • I can name and locate the counties near where I live and explain what a county is • I can use and interpret maps and atlases of the United Kingdom to identify counties. • I can explain what we mean by settlement and how land use influences settlements. • I know the 4 settlement types – city, town, hamlet and village. • I know explain what land use is and how land can be used differently. • I can name similarities and differences between two locations and how they use land differently. • I can gather, record and classify information in a variety of ways to help answer questions. • I can present findings selecting tables, charts and graphs and make observations.
Year 4	
Autumn	Food Distribution in Europe • I can explain the different climates in Europe and locate them on a map. • I can interpret a simple climatic map. • I can explain describe where the equator, Tropic of Cancer are in relation to European climates. • I can explain the difference between grown, reared, and processed foods. • I can explain what import, export, and trade means. • I can give examples of food that are imported to the UK from Europe. • I can explain why countries would choose to trade certain food rather than grow their own.

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	• I can give examples of human geographical features that might impact food distribution. • I can give examples of physical geographical features that might impact food distribution. • I can present my findings about European food distribution using Power point.
Spring	Volcanoes and Earthquakes • I can explain the structure of the earth. • I can explain what a tectonic plate is and how they link the globe. • I can explain the 3 different ways that plates move. • I can explain that plate tectonics take millions of years to move and are constantly moving. • I can explain the 5 features of an earthquake. • I know where some of the deadliest earthquakes have taken place. • I can explain that volcanoes can be active, dormant or extinct. • I can explain the 5 deadly features of a volcanic eruption. • I can explain why some people want to live near active and dormant volcanoes.
Summer	Climate and Land Use • I can identify key areas of the planet and what that means for the climate there. • I can use simple climatic maps effectively. • I can give examples of different weather types for different climates. • I can explain different weather patterns in Europe. • I can explain how land use has changed in my local area throughout history. • I can describe the impact humans are having on the world's climate. • I can draw a local aerial map using Ordnance Survey symbols.

Year 5	
Autumn	Urban Environments • I can explain key physical features of North and South America including climate, location, mountains and rivers. • I can locate key cities and locations in North and South America. • I can explain differences between the urban populations in North and South America. • I can give examples of different human geographical features such as population and life expectancy. • I can explain how a slum develops and what its conditions might be like. • I can explain the link between physical and human geography when it comes to human settlements.

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	• I can give reasons why people live in slums. • I can explain similarities and differences between two urban environments with high levels of poverty. • I can explain the difference between living in poverty and living in a slum. • I can explain the impact of a Natural Disaster on a slum. • I can give examples of the challenges faced by people living in slums. • I can explain why there are more people living in slums in South America than North America.
Spring	• I can explain what a vegetation belt is. • I can explain what a biome is. • I can give examples of different biomes across the planet and where they are located. • I can explain the similarities and differences between different biomes. • I can explain the similarities and differences between different vegetation belts. • I can use a 6-figure grid reference to locate and describe areas. • I can give examples of how land is used in different biomes. • I can give examples of how humans have used different biomes and vegetation belts to support them to thrive. • I can explain why there are different biomes in South America • I can present research based on a Biome in South America in a clear and informative way
Summer	<u>Rivers</u> • I can explain the different features of a river. • I can explain how the different features are grouped by the course of the river. • I can recognise the key events that contribute to river flooding. • I can identify the impacts that flooding has upon local people living and working in an area. • I can understand how to read an OS map identifying the key, scale and contour lines. • I can identify up to 6-digit grid references for locations on a map. • I can use my knowledge of rivers to identify the location of pictures where they fit within a river course. • I can explain how waterfalls are formed. • I can create a model of a waterfall and label each part of the waterfall. • I can use scientific equipment to record measurements of rivers including velocity, depth and width.

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Year 6	
Autumn and Spring	Globalisation and Trade (Part 1) • I know that globalisation is the world becoming more connected for different purposes through local, national and international trade. • I know what types of transport have been important to globalisation and describe how this has changed over time for local national and international trading. • I can explain what trade was like in the past for local national and international trading. • I can explain how trade has changed over the years. • I know some advantages and disadvantages of trading. • I know what fast fashion is. • I know that everyday clothes I wear come from all over the world and can give examples of this. • I know what a multi-national company is and the advantages and disadvantages are of these. • I know where the food I eat comes from and why this is imported and not home grown.
Summer	Coasts • I can explain what a time zone is and how it links to longitude and latitude. • I can explain what is meant by Greenwich Mean Time (GMT) and Coordinated Universal Time (UTC) • I can explain the location of countries linked to time zones. • I can explain what a coast is and the natural characteristics that exist along it. • I can explain how people use the coast for different purposes and how people interact with the coast. • I can explain the different geology of the coast. • I can describe the process of weathering and erosion and explain how they are different. • I can explain how different physical characteristics are formed and to link the features to the processes occurring. • I can explain what longshore drift is using words and diagrams and can say what it creates. • I can understand that the coast needs protecting and how we can do this. • I can locate coastal defence strategies in the real world • I can evaluate the effectiveness of different coastal defence strategies .